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AND
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WHAT CONSTITUTES GOOD READING.

Good reading is that which most completely conveys to the mind of a hearer the ideas of an author. We listen to it with pleasure, forgetting, in our interest for the subject, the medium through which it is presented. A reader may have power to awaken within us various emotions of the human heart, and is accounted skillful in proportion to the range of feeling he is able to command. "What constitutes good reading," we will consider, briefly, from the stand-point of a hearer, and, for that purpose, will take up several pieces, which we may suppose to be rendered by an accomplished reader, and notice the different emotions excited by listening to each.

The first illustration contains a description of a landscape, and our imagination, like a faithful artist, at once paints the scene, upon which the mind dwells with a satisfaction hardly to be surpassed by that which would attend the presence of the reality itself. An extract from Bryant's beautiful poem is read, and, "in the peaceful shades of the forest, where mighty oaks, high in the heavens, mingle their mossy

boughs," our hearts, with the poet's, "are awed within us, as we contemplate the perpetual work of God's creation, finished, yet renewed forever."

From the consideration of the serious we are now called to the exercise of the spirit of mirthfulness, and on the quaint description of "The Deacon's One Hoss Shay," are compelled to bestow a smile, which is extended to a decided laugh by the narration of Pickwick's adventure with "the lady with the yellow curl-papers."

How deeply are our sympathies excited by the reading of the piece entitled, "Give me three grains of corn, mother!" Poe's "Raven" is introduced, and, with feelings of mingled sadness and superstition, we listen to this wild and strange production of the poet's mind. Merriment, love, alarm and solemnity, by turns, possess our hearts as we hear "The Bells." Who can fail to experience these emotions in listening to the several verses of this inimitable poem, each commencing thus:

"Hear the sledges with the bells,—
Silver bells!

What a world of merriment their melody foretells!"

* * * * *

"Hear the mellow wedding bells,—
Golden bells!

What a world of happiness their harmony foretells!"

* * * * *

"Hear the loud alarm bells,—
Brazen bells!

What a tale of terror, now, their turbulency tells!"

* * * * *

"Hear the tolling of the bells,—
Iron bells!

What a world of solemn thought their monody compels!"

* * * * *

A tribute to the National Flag follows, and our patriotism is stimulated, causing a feeling of admiration and pride to arise, as we contemplate this glorious emblem of our rights and privileges. Our reader next chooses a scene from some play, and, by his skill, presents the several characters before

us as vividly as though we beheld them in person. Such is his personation of each, that we are never at a loss to know who is speaking. Every character is invested with some peculiarity which is maintained throughout the whole reading.

Now, although we all may have experienced the several emotions which can be drawn out by the proper rendering of the pieces we have noticed, yet we fear that many have failed to discover wherein the *power* of the reader lay. They are conversant with the *effect*, but have not entered into an analysis of the *qualities* which are essential to good reading.

Our space will not admit of any thing like a thorough discussion of this subject, but we will endeavor to point out some of the qualities which we believe every good reader must possess. First of all, it is necessary that enunciation shall be pure. This quality is fundamental, and should be sedulously cultivated by all who would read well.

There may be, in individual instances, natural impediments which it is impossible to overcome, but, in a majority of cases, we believe, faults in enunciation may be corrected by constant and careful drill.

Secondly, a just appreciation of inflection demands attention; and here many persons fail, having no definite idea of the difference between the falling and rising inflection, while an attempt to explain to them the rising and falling circumflex would prove utterly fruitless. This arises in most, perhaps all cases, from a lack of musical talent; and we would say, here, that attention to music we believe to be essential, nay, indispensable, even, to the successful cultivation of elocutionary powers. It aids, as we have said, in a just appreciation of inflection, and assists in the proper application of time. In fact, we shall never expect to see any person, deficient in this talent, arrive at any great degree of proficiency in reading or recitation, since the heart that is the most fully open to the influence of music will be likely to be most keenly alive to those sentiments which must be felt by a reader before they can be successfully represented.

Thirdly. We shall find, by close examination, that proper

pauses have much to do with producing the impressions received from good reading.

This may happen in the case of an exciting narration, when, at some point where we are all attention, just as an important word or sentence is to be uttered, the reader suddenly pauses, sending a thrill through us equaling that occasioned by the utterance of an unexpected exclamation, thereby serving to heighten the effect of what follows. It will, still further, be found that pauses of longer or shorter duration must be introduced throughout every part of what we read. It has become somewhat fashionable for elocutionists, of late years, to decry the old rule of "stopping at a comma long enough to count one; at a semicolon long enough to count two," &c.; but we feel disposed to argue in favor of the continuance of this "old rule," on the ground that it points out, definitely, some places where pauses *should* be observed, and will not interfere at all with other rules specifying where they *may* occur.

One of the greatest faults of readers is that of hurrying, to the extent that there is not time, or room, for distinct articulation; and any thing like due expression is out of the question.

In aiming at clear enunciation, however, the good reader will avoid falling into the error of monotony or insipidity, since energy can be displayed together with deliberation.

Finally, in our analysis we shall find that success in reading depends upon a correct understanding of what is termed "expression," which really includes tone, emphasis, inflection, rate, &c. Different tones of voice are required to express the various shades of feeling which occur in the pieces we have occasion to read. Awe and solemnity are represented by a low tone, accompanied by moderate force and slow movement. Anger requires harsh and uneven utterance, sometimes violent, at others constrained, while the tone will be varied in accordance with the force. Mirth is characterized by a high tone and quick movement. So we might continue with other emotions, each being distinguished by a peculiar tone of voice, amount of force, and rate of

utterance, but we have dwelt at sufficient length on the several points we proposed to discuss, and will only speak further in relation to some faults which may be profitably noticed here. Considering how much has been written, and the numerous opportunities for listening to good reading, which present themselves, we have cause to wonder that so many teachers and public speakers are yet grossly ignorant of the first principles of elocution.

Some entertain the idea, for instance, that a deep, grum voice is the only one adapted to public speaking and reading, and so this tone serves as the medium through which every variety of sentiment is presented. Milton's "*Il Penseroso*" and "*L'Allegro*" receive the same treatment at their hands. "*Lady Clare*" in Scott's *Marmion* is invested with the same rough voice with which "*Harry Blount*" is made to speak. And that beautiful Psalm, "*The Lord is my shepherd; I shall not want,*" is rendered in a tone which savors more of ill-nature than of that satisfaction and confidence which are expressed by the language.

Many are sadly wanting in rotundity of tone, which can only be acquired by long and careful practice on pure vowel sounds. Their reading is characterized by a disagreeable flatness, sometimes degenerating into a nasal whine. Comparatively few seem to understand what an important auxiliary the face of the reader may become. The smile, the frown, the look of contempt, the expression of tenderness, of reverence, or of fear, accompanying the language we read, add much to the effectiveness of our delivery.

These hints are given with the hope that some may be induced to study further into this subject, and, by adopting a course of self-improvement, or by availing themselves of the assistance of some competent instructor, discover and correct such faults as may exist in their reading, thus enabling them better to fulfill their duty as teachers. At the same time, they may remember that improvement in this art is placing them in possession of an accomplishment which can be a source of great pleasure at home, in the social circle, or in the discharge of public duties which may, at some time,

devolve upon them. Above all, we would call the mind of every teacher to the fact, that upon their *example* will depend the success of the pupils under their instruction, in learning to read. It is not a small thing that by our inattention to this matter so many children are suffered to pass through our schools sadly deficient in an important branch of their education.

MEMORIZING.

WE believe it to be the duty of teachers to attend carefully and understandingly to the cultivation of the faculty of memory in their pupils. While we are much in favor of improvements in teaching which render the acquisition of knowledge pleasant to children, yet we shall steadily discontinue all such innovations as tend to weaken the necessity for that application which is requisite to proper intellectual development. The value of all present attainments is dependent upon the power of memory. This receptacle of the mind must be carefully prepared, that the treasures therein deposited may be preserved for future use.

It is comparatively an easy matter to awaken the minds of pupils to the study of the wonders of nature and art, where childish curiosity comes in to our assistance, and genuine pleasure attends the acquirement of each new idea; but it becomes an entirely different affair with some, when we set them down to learn the *language* in which it is necessary to clothe those ideas. It is here that an intellectual effort must be put forth, and it is here that many teachers err when they accept, at recitations, the pupil's own words—which ordinarily are not better chosen than those of the text—in place of the language of the book. Experience has taught us to believe that children will frequently take advantage of such a course, and, neglecting the proper study of their lessons, trust to luck to help them out at recitation. We do not believe that the common branches, in our schools, can be better taught than by causing the general principles and rules to be thoroughly committed to memory, in the lan-

gnage of the text-book. The truth is, the effort which is required to learn the language, will be likely to fix the idea also, and so a gain in two essential points is the result. The pupil has added both to his stock of ideas, and probably to the vocabulary of words which he has at command.

A teacher will have conferred one of the greatest of favors upon a pupil, when he has compelled him to demonstrate to himself that he has power to concentrate his mind sufficiently to conquer a hard lesson, where certain rules are to be committed to memory. Having once learned *how*, he will the more easily withdraw his attention from surrounding objects and fix it upon the subject which requires his study. Memory, like all other faculties, is strengthened by use. There is little danger of overtaxing it. The more we commit to its charge, the more it is able to receive. If systematically cultivated in childhood, it may prove a source of great advantage in after life. There is no trade or profession where a good memory is not highly to be desired. The lawyer must be ready to call up, at once, such legal decisions as may have a bearing on the case he has in hand. The statesman should be able to produce precedents to justify a certain course of procedure. The merchant must remember prices; the mechanic, dimensions; and so on, through every department of business. While it is true that memory can be greatly improved in later life, yet, it is certain that the best season for giving it a healthy impulse is in childhood and youth. The Emperor Napoleon the First possessed an extraordinary memory, which he acquired by assiduous cultivation when young. Dumas, in speaking of his wonderful talents, says, that having "decided to abandon the invasion of England, and attack the Emperor of Austria, it was necessary to confide to the chief of his staff, not only the idea of the plan of the campaign which he meditated, but likewise to develop all the details. He dictated to M. Daru, off-hand, and without once stopping, those memorable instructions, that admirable plan of the campaign, which he saw executed precisely as he had fixed it, doubtless after profound meditation. In these instructions, the march of

every day, the places at which the army should arrive at successive periods, and the place and almost the day on which the great battle should be fought, were minutely specified. With these previous instructions the actual result corresponded with astonishing accuracy. Every one must be amazed at the amount and the minuteness of the knowledge which could foresee and provide for every emergency that might arise in so extended and vast operations."

Dr. Wayland, in whose treatise on "the improvement of memory," we find the above extract, remarks on this subject, that the idea "that the memory is a storehouse which may be filled to overflowing, or so filled as to render further acquisitions more and more difficult," is erroneous. If the student have used his memory aright, the greater his acquisitions, the easier will subsequent acquisitions become. If he have formed the habit of concentrated thought, the less effort will be required to fix his attention. * * * We are never embarrassed by the amount of our knowledge, but only by its miscellaneous and disorderly variety. If reflection upon a subject presents us with nothing but a multitude of irrelevant and disconnected facts, without generalization or arrangement, we may well complain of being overburdened with knowledge. But, when reflection yields the fruit of apposite principles and illustrative facts, the wider the range of our acquisitions, the greater will be our intellectual power. It is in consequence of the formation of such habits that an accomplished public speaker frequently astonishes us by discoursing with ample fullness, and with the clearest method, upon occasions which allowed no opportunity for previous preparation. The attainment of such a power is certainly worth all the labor which it can possibly demand."

FARMERS' BOYS.

It is much to be regretted that the inclination of farmers' sons is so generally to quit their country homes and rural avocations, and seek employment in large towns or cities. Here, on small pay and meagre living, they are willing to

submit themselves to some of the most humiliating drudgery, if only to secure the privilege of "living in the city," where there is so much to be seen and heard, and where "*manliness gets a start*" so much earlier than in the country.

Vice is here throwing out its allurements around them on every side. If they have no settled convictions on the subject of morality, so far as their means will allow they are likely to indulge in dissipation. If they leave home with well-defined ideas of right and wrong, too many, when temptation comes with its alluring fascinations, are unable to resist its charms, and yield themselves to join with that company of unfortunate young men whose lives are a curse to themselves and the world. How much better would it be if these boys, as a class, could understand the real dignity of agricultural life; could realize how much nobler it is, with glowing health, physical strength, free hearts, and clear heads, to labor in the fields, surrounded by the glories of nature, and breathing the pure air of heaven, thus securing a lengthened lease of life, rather than, in the vitiated air of a badly-ventilated warehouse, and in the poisonous moral atmosphere of the city, to risk the life of the body and the welfare of the soul.

It is true, in many instances, that farmers are to blame for the feeling of dislike to this kind of labor which their boys possess. Some of the old mottoes, which have been acted upon from time immemorial, may well be detested by "the boys." We submit, that such as the following: "The boy is never tired,"—"He can *run* for this; he can *run* for that,"—"He must do his errand as *quick* as possible, and hurry back,"—and with all his other *running*, "He must keep a sharp look-out for unruly cattle," who insist upon walking over scare-crow fences,—are enough to give a strong disinclination to any further experience of the kind. This *need* not be, and we hope will not long stand in the way of the successful education of farmers' sons to the honorable calling which their fathers follow.

The time was, when a country life was undesirable, owing to the sad amount of ignorance which prevailed. But we

trust, in Connecticut, this matter is improving. We know it is in other states. As facilities for reading increase, so general intelligence improves, and we shall be struck by visiting towns where, a few years ago, the people were notoriously ignorant, to find that the introduction of newspapers has wrought an entire change. Liberal principles prevail. School moneys are liberally and unhesitatingly voted. Better school accommodations are provided, and libraries are accessible to all children of the town. With these advantages, every boy who will choose farming for his business, can at the same time become thoroughly educated, having, at certain seasons of the year, ample time to devote to reading and study. And there is no reason why he should not continue his studies when he arrives at manhood.

If he will turn his attention to scientific studies, he can apply his knowledge practically to the business of his farm, and thus combine the pleasure of intellectual attainments with that of useful and pecuniarily profitable application. Now, with the advantages of excellent society, which naturally spring up with the increase of intelligence, with time to devote to accomplishments of music, painting, drawing, &c., which the business man has not, we do not see why the life of the farmer may not be the pleasantest and most desirable in the world. Certainly, it seems as if the advantages of this life should be laid before all boys, who can adopt it. Farmers ought to endeavor to make it as attractive as possible, by exercising some consideration and care for "the boys." Thus will much be accomplished in providing for attention to a branch of industry which is sadly neglected in this part of the country. Can not teachers exercise a profitable influence in diverting the attention of their pupils from the idea of "getting into business," where, in nearly ninety-nine cases out of a hundred, the adventurer fails, and showing how much more healthful, ennobling, and profitable, in the end, is the occupation of farming likely to prove?

THE TOOLS GREAT MEN WORK WITH.

It is not tools that make the workmen, but the trained skill and perseverance of the man himself. Indeed, it is proverbial that the bad workman never yet had a good tool. Some one asked Opie by what wonderful process he mixed his colors. "I mix them with my brains, sir," was his reply. It is the same with every workman who would excel. Ferguson made marvelous things—such as his wooden clock, that actually measured the hours—by means of a common penknife, a tool in everybody's hands, but then everybody is not a Ferguson. A pan of water and two thermometers were the tools by which Dr. Black discovered latent heat; and a prism, a lens, and a sheet of pasteboard enabled Newton to unfold the composition of light and the origin of color. An eminent foreign *savant* once called upon Dr. Wollaston, and requested to be shown over his laboratories, in which science had been enriched by so many important discoveries, when the Doctor took him into a little study, and, pointing to an old tea-tray on the table, containing a few watch-glasses, test-papers, a small balance, and a blow-pipe, said, "There is all the laboratory I have!" Stothard learned the art of combining colors by closely studying butterflies' wings. He would often say that no one knew what he owed to these tiny insects. A burnt stick and a barn door served Wilkie in lieu of pencil and canvas. Bewick first practiced drawing on the cottage walls of his native village, which he covered with his sketches in chalk; and Benjamin West made his first brushes out of the cat's tail. Ferguson laid himself down in the fields at night in a blanket, and made a map of the heavenly bodies by means of a thread with small beads on it, stretched between his eye and the stars. Franklin first robbed the thunder-cloud of its lightning, by means of a kite made with two cross-sticks and a silk handkerchief. Watt made his first model of the condensing steam engine out of an old anatomist's syringe, used to inject the arteries previous to dissection. Gifford worked his first problem in mathematics, when a cobbler's appren-

tice, upon small scraps of leather, which he beat smooth for the purpose; while Rittenhouse, the astronomer, first calculated eclipses on his plow-handle."—*Selected.*

Resident Editor's Department.

For the Journal.

"HOW SHALL WE TEACH POLITENESS?"

IN a late number of the Journal, there appeared an article with the above heading. It interested me, and should command the attention of every teacher. Evidently the spirit of Young America as well as the schoolmaster is abroad in the land. Our children are under the influence of both. They take kindly to the one, and reluctantly to the other. Their "failing" is not in a fondness for books. Their little ambitions tend with enthusiasm to gun, drum and racket. Soldiers are often brave, if not polite. War may make us earnest, if not urbane. The spirit of war is to-day intenser and far more bitter in our little men under twelve, than, I had almost said, in some of our generals, certainly than in most of our grown folks. He who has lived "observing what he sees" has remarked this growing evil in our youth. Many good men have noticed it with sorrow. It gathers strength daily. Its progress has been rapid and decided. Attempts have even been made to introduce the military idea into our schools. It is not my purpose to argue this issue here, but I think that all true teachers will rejoice that it has signally failed. We cannot afford to sow thistles. Weeds as well as rebels multiply fast. "Let us alone" is all they ask.

"Since these things are so, what manner of men ought we to be?" The writer to whose article allusion has been made, has given us (though excellent) but general ideas upon the matter. He assures us (a) that we ourselves must be

polite, (b) that we must require our pupils to speak to us and others pleasantly and politely and (c) that we must impress upon them the importance of treating others with deference and respect. To each of these statements we all heartily subscribe. Yet they are but generals. We must attempt specifics. It is not enough to address the rich little owner of a Zouave uniform, with sword and drum, and tell him to be gentle and polite. It is not sufficient to explain to our pupils that great benefits result from early habits of courteousness. All this must be done, and repeatedly, but it is not enough. We must condescend to smaller things; we must particularize. We must, and here is the secret of successful teaching, in this as in other but no more important things—we must interest them, actually interest the wild little fellows in becoming polite, giving them a lesson every day or week, causing it to be *recited too! and then marking as in any other recitation*. How shall all this be done? Perhaps I cannot better answer this question than by narrating somewhat in detail the method which a teacher has recently taken, in securing this object, and to a certain extent some of his subsequent experiences and results.

Calling his school to order one day he informed them that he had learned with surprise, regret and mortification, of improprieties in deportment and speech of which some of all who were listening had been guilty. Attention was instantly excited and an *interest* born that carefully nursed would grow and bear a good fruit. They wondered what this wicked thing could be. The teacher continued—"It has disgraced us all, for it has brought contempt upon the school, and of what is bad or good in a school we each have our full share of blame or praise. It is true that all are not guilty of this thing, but we all have to blush for ourselves because it is the *school* that receives the blame, and we all take great pride in our school; I must share it too, and I must bear more than you, because I am the teacher and am held responsible for your good behavior. I am expected to tell you what is wrong and to *interest* you in doing what is right. I wish to do so, now. This is why I speak of it. I do not do it to

make you feel bad, nor to shame you in any way. I know that you will all work with me and enable me to stop this bad practice. I will tell you what it is. The worst of all is swearing and using indecent language! Actually some one in our school has been guilty of these awful things—(don't say *sins*, that's too much like preaching.)—What shall we do? I hear that our school has been getting a bad name, that the shutters in some places are closed as you, yes you, pass through the streets from fear that they will hear your awful language. Now, boys, never from this hour, let such language be heard from you again. Never let your teacher hear of this again; but I shall have something more to say about this, (to-morrow morning at devotions.) But this is not the thing that I was to speak of after all, although it is by far the most important because it is a far greater wrong-doing to swear than to be impolite. Yes, scholars, perhaps you did not know it, but somebody is very impolite. It is not I, I try to do the best I can, but some of you do not. Why, what do you do? As soon as school is out, you rush up the street pell mell; John strikes William; William hits Henry; Henry snowballs Charlie; Charlie cries and kicks Samuel; then Samuel cries and you all talk loudly and scold and rush past persons whom you meet, hurrahing and shouting perhaps for the Union, or Old Abe, or Ellsworth. Now all our hurrahing don't hurt Mr. Jefferson Davis one bit; I doubt if he ever heard of you. It does no good, and (decidedly) it must cease. Wait till you see me doing so then you may all do so too. Now I am going to show you how to stop it, I'm going to help you. We will do it nicely.—Every time you meet anybody in the street you must not forget to bow, and here is a little book in which I intend to have written down the names and credits of those who do the best, and the number of times you bow and say "Good Morning" to those whom you meet. (Faces brighten.) For every time that a scholar bows and speaks politely to any one he is to have the same number of credits as for a perfect recitation. You will choose a monitor to keep the book and to record the names of those who have spoken politely to those whom

they have met. Always give a lady the inside of the walk, those who do so will also have the same number of credits. Here is a list of the names of those whom we ofteneest meet, I will put it on the board. Remember it—there are but eight:

Rev. Mr. Clark,	Rev. Mr. Kirk,
Rev. Mr. Osborne,	Mr. Hilton,
Rev. Mr. Day,	Dr. Crane.
Dr. Clark,	Mr. Easton.

Be particularly careful never to pass these gentlemen without being polite. Whoever lifts his hat as he passes, beside addressing the person respectfully, will be entitled to double the number of credits.—Now you may choose the monitor."

Hands came up with a will showing that the teacher had succeeded in awakening an *interest*. The monitor was chosen, the book given to him, and the plan commenced operations. It succeeded. The strife at times was great. Between two and three hundreds of credits would sometimes be reaped in a week. Indeed for some "extras" which the teacher sometimes promised for particular excellences, over a thousand have been gained, though I think in this case the time may have been somewhat longer. The teacher took occasional walks with his pupils—(a thing which let me in a parenthesis advise every instructor to do,) which in various apparent ways assisted the teacher in his work. The plan was continued with modifications and additions for more than a year. It wrought a change, where a change was most needed. The children themselves were pleased with its operation, it having become a matter of *interest* to them, and I think that I am safe in affirming that the change was noticed and commented on in flattering terms by pleased patrons, parents, and friends. I might add other items interesting to myself, and perhaps to my readers, but time forbids. I will however urge every teacher to make the trial of some such little and similar plan. He will find his burdens less in *managing* the school, the care less when they are *away* from his sight, (all being cast upon their honor,) and

the pleasure of observing the improved conduct and exchanging the warm greeting with his little flock enhanced a thousand fold, besides the sweeter inward consciousness of knowing duty performed, and the satisfaction of saying to the strutting spirit of "Young America"—"Thus far shalt thou go and no farther."—

TWENTY-ONE—FIFTY-SIX.

For the Common School Journal.

WORDS OF ENCOURAGEMENT.

TEACHERS and friends of education might do much good by speaking cheering words. Probably there is no class of workers that could be so much benefited by kind and judicious words of encouragement, as earnest, faithful teachers. In the best situations, they find cares, trials, and perplexities which they might much more easily overcome, if they received proper aid and encouragement from those whose highest interest should be connected with the education of their children.

Teachers might do themselves and their profession much good by manifesting more of the true spirit of kindness toward each other. By this is not meant indiscriminate praise, but a disposition to aid each other in the noble work in which all *true* teachers are equally interested. They should consult together about the methods of teaching, modes of government, and plans for awakening interest; should exchange visits, give and receive kind advice, make proper criticisms, and *never* withhold a word of encouragement wherever it can be given. There are a few teachers, and I hope but a few, who seem to think that every word spoken in favor of another is so much taken from their own fame. Such a spirit is contemptible in any person, and particularly so in one that is engaged in a calling whose highest object is the elevation and improvement of humanity. The clear-seeing teacher knows that every good school he can help to make, whether it is his own or that of another, will tend to create a demand for good teachers, and a disposition to

reward them. In a community of poor schools, talent is not called for, but the more good schools we can make, the more will talent be rewarded. Hence, the more noble and self-sacrificing the teacher becomes, the richer will be his reward, not only in the consciousness of well-doing, but in pecuniary compensation. If every teacher would strive to cheer and encourage the other members of the profession, with whom he may be associated, the clouds that surround many a teacher's pathway might be dispelled, and the sunlight of prosperity bring peace and joy to many an aching heart.

The relation of the parents to the school is of such a nature that they can do very much to encourage a teacher, or to prevent his usefulness. Parents have reason to be more interested in the success of the school than the teacher. Their fondest hopes and aspirations are centered in their children. To give them proper food and clothing, and to accumulate wealth for them, may be well, but it can never be the *highest* ambition of the *judicious* parent. Honor, usefulness, prosperity, and happiness depend upon proper culture and discipline; yet how few *act* as though they realized its truth. I recently met a young, faithful, and earnest teacher, on the way to her school-room,—inquired concerning her school, and found she distrusted her ability. People spoke well of her, but she hardly knew it. She needed encouragement. Now why did not parents visit her in her labors, and give her the needed encouragement? Were they not more interested some where else? Did they know that the success of the school, to a great extent, depended upon their co-operation and encouragement? This was not an exception. Many such are to be found. The great remedy is with the parents. They should visit the school often, and by observation, and inquiry, and kindness, and words of encouragement, give "aid and comfort" to the teacher and child. Kind words, mutual suggestions, and confidential intercourse between parents and teachers, will do very much toward remedying very many of the troubles that prevent the *perfect* success of so many schools. Every parent should understand the rules and regulations of the school, the aims,

objects, and motives of the teacher; and by striving to aid in all proper ways, very much more can be accomplished than without such co-operation. Sometimes parents injudiciously condemn the teacher on the testimony of the children, and in their presence. Such a course can hardly fail to do mischief, and many times great injustice to the teacher, and the child will be in great danger of learning the too prevalent vice of gossiping. Education is a serious work, and too much care can not be taken to make it pure and efficient.

"Kind words can never die." Teachers should remember this in their daily intercourse with their pupils. A word or even a look of encouragement has many times been the turning point in the history of a discouraged pupil. Kindness is not inconsistent with strict discipline, but is essential to it. That government is best which not only secures obedience, but develops the finer feelings of the soul. If teachers and parents would aid and encourage each other, if they could see that what was for the interest of one was for the interest of all, much more might be accomplished in the cause of education, and the child would be much better fitted in head and heart for all the duties of life.

A TEACHER.

CANTERBURY, June 6, 1863.

For the Common School Journal.

STAYING AFTER SCHOOL.

THREE boys were overheard discussing school affairs, on their way home, in spirit and words like these: "I don't care; I'd just as lief stay after school as not." "I think it's *mean* to keep us after school, any way. I wanted to go down to the falls, fishing, but I can't go now." "I don't care; I can stay as long as the teacher can. She gets punished just as much as we do. If she's a mind to keep me till dark every night, she gets paid for it by having to stay herself." "She gives us such hard lessons, I can't get them; I don't believe she knows them herself." There was more of the same sort from two of the boys,—abuse of the teacher,

and what seemed to them a very brave declaration, that they hated Miss ———. The third boy said nothing till the others had finished, and then he replied in this wise: "The lessons are not hard, if we're a mind to learn them. I learned mine while you were playing, and I saw Miss ——— looking at you when you thought she did not see you. I should be ashamed to go home and tell my mother I had to stay after school. I know she would feel bad about it." "She keeps us just because she's mean, and don't like us." "I heard her say she could not go to sleep last night for a great while, thinking how she could make you get your lessons." And with another "I don't care," and a loud laugh of derision, the two ran off. The writer joined himself to the other boy, and said, "You are a good boy, Willie, to please your mother by learning your lessons. Those boys *do* care, or else they would not say so many times they *don't* care." "My mother tells me, sir, to do every thing the teacher tells me to, whether I like it or not." "Do you like Miss ———?" "Yes, Sir." "Why, Willie?" "She never scolds me, and she always helps me when I want help; and she came to see my mother the other night, and told her she thought I was a good boy, and mother looked so pleased." "That's right, Willie; always do what you know will please your mother. Now I will tell you a verse found in the Bible,—perhaps you know it now,—and I am sure you will remember it. 'My son, hear the instruction of thy father, and forsake not the law of thy mother; for they shall be an ornament of grace unto thy head, and chains about thy neck.'"

It may seem very brave, boys, to say "you don't care, and you hate the teacher," but I want to say a word to you. Do you suppose the teacher likes to punish you in this way? Don't you think she had much rather you learned the lessons perfectly? She does not get any more pay, and all she wants is that you should do right. And you are mean, and you know it, to say you hate her. She is one of your very best friends, and you give her a great deal of trouble, and you ought to be ashamed of it. It is mean to hate any body who tries to have you be good and to do right. And by and

by you will be sorry for being so spiteful; but do you suppose Willie will be sorry for learning his lessons so as not to be obliged to stay after school? Not he; that is nothing to be sorry for. Do you suppose Miss —— will be sorry for trying to make a good boy of you? Not she; that is nothing to be sorry for, either. I'll give *you* a verse from the Bible, too, and I hope you will remember it. "Thou shalt mourn at the last, and say, How have I hated instruction, and my heart despised reproof. I have not obeyed the voice of my teachers, nor inclined my ear to them that instructed me."

NEW BRITAIN, June 3d, 1863.

For the Common School Journal.

A LOVE OF WRITING.

HAVING noticed an article in the May number of the *Journal*, entitled "A Love of Reading," we hope a few words on a kindred subject may not be deemed inappropriate; for if there is a lack of attention, in our schools, to *Reading*, there is a still greater deficiency *somewhere* in regard to *Writing*. And here I do not refer so much to *penmanship* as to *composition*. Scholars, so soon as they arrive at a proper age, are provided with copy-books and pens, and at first the task is novel and pleasant, and rapid improvement is made; but before the end of the first page is gained, the copy becomes familiar, and imitating it is irksome, but often continued throughout the entire course of the study. This awakens an aversion to writing, and so soon as freedom in this respect is allowed, it is discontinued, except as practiced in the weekly essay or an occasional letter, and even this is regarded as a most tiresome duty. This ought not so to be, and need not be if a *real love* for writing and composition is early cultivated and developed.

After the child becomes familiar with the forms and combinations of letters, the use of a copy (except a *general* one for reference) may be discontinued. In some schools, chap-

ters from the best authors, and select poetry are given to the scholars to re-write, and even this is better than the old plan, but there is "a more excellent way," to cultivate and combine two advantages,—the love of *writing* and of *composition*. This is by encouraging pupils to form and write abstract sentences, each expressing some original idea, or borrowed thought, clothed in new words. At first the exercises would be simple, but it would lead to *thought*, open the fountains of imagination and poetry, and give a free use of *words*, thus making conversation easy in after years.

In a little time the exercise might be made more intricate, involving *more* and *deeper* thought. A description of a place not lately seen, would be a good refreshing of the *memory*; and at times, with discretion, free play of the *fancy* might be allowed, for the expression of any inherent *poetry*, and the development of the *higher, spiritual perceptions*.

The pupil should be encouraged to a farther play of the talent, out of school, by keeping a diary of thoughts and feelings, or (to cultivate *accuracy*) of passing events; also, by expressing on paper the hidden poetry,—I do not mean by writing senseless, or even *sensible rhymes*, and lugging in useless and unmeaning words for the sake of *metre*, though this will aid in *regularity* of composition,—but by promoting a love for the *beautiful in nature*, by writing under its *influence*, in the woods, or by the sea, where "great thoughts" will come up, which, *unwritten*, must be lost, but recorded, have their bearing on the whole future life, raising the aspirations, and hallowing the desires.

One hardly knows his own mind, until he sees its sentiments in the light of an after hour, when he wonders at its richness of thought; and though it has no witness save himself, it gives a coloring to his future conduct; and if left to the *world*—

"The mind that was among us, in its writings is embalmed."

BEULAH B.

STATE NORMAL SCHOOL.

The Legislative Committee on Education having had several petitions relating to the Normal School referred to them, and having been specially instructed by both branches of the Legislature "to inquire into its affairs and management," have devoted considerable time to an examination of the institution and all matters connected with it. After a full and careful investigation of the subject committed to them, they have made a strong and unanimous report in relation to the school and recommend it as eminently useful and worthy of a generous support from the State. As there were no direct specifications before the committee, they made an investigation principally to get at the facts bearing on the following points:

1. Are Normal Schools, or schools for the special training of teachers, an essential auxiliary to the public school system?
2. Is the Connecticut Normal School equal to similar institutions in other States?
3. What proportion of the graduates or undergraduates of the school are, or have been engaged in teaching in the State, and with what success?
4. What qualifications are required of pupils entering the school, and upon what conditions are they received?
5. Could the school be made self-supporting?
6. What has been the expense of the school to the State?
7. Has the Institution employed any traveling or other agents or lecturers?
8. Have there been any unreasonable theories taught, or any partisan or sectarian doctrines?

It would seem hardly necessary, at this day, to advocate the necessity of Normal Schools. They have already come to be considered indispensable to true educational progress. They are to the teacher what the medical school is to the physician, the theological school to the clergyman, or the law school to the lawyer. No enlightened and liberal educator can be found who will risk his reputation by arguing against the importance or necessity of Normal Schools for the special training of teachers. The committee, however, have introduced testimony from several sources decisively favoring such schools.

In relation to the 2d question, the committee say:

Dr. McJilton, Secretary of the Board of Education in the city of Baltimore, having been appointed a delegate to represent the Board in the American Normal School and National Teachers' Association,

and also to inquire into the operation of the different Normal Schools, reported as follows :

"It may be said of Connecticut that she has the lead in the success of the Normal School. There is no State in the Union that has sent out so many teachers in proportion to its population, or that can compare with Connecticut in the proportion of Normal School Teachers to the whole number of teachers employed in the schools. She can boast of one-third of such teachers to the whole number employed in the public service."

Without going into detail, we may say that the report is in all respects in favor of continuing the school and affording the desired appropriation, which is considered a very reasonable one.

It is to be hoped that the action of the committee will tend to place the school on a more permanent basis and not make it necessary for its friends to go before every successive Legislature and labor to secure the needed funds. The amount of time expended by some legislatures in discussing and opposing the institution has cost the State as much as the amount of the appropriation asked for.

In closing their report the committee thus express themselves :

8th. Have there been any unwarrantable theories taught in the school, or any partizan or sectarian doctrines ?

Upon this subject the committee have only to say that they summoned numerous graduates of the school representing the school for the last ten years, of both sexes, and of all religious persuasions, both Catholics and Protestants, as well as persons of every political complexion ; all of whom testified that there had been nothing of this character to offend the most sensitive. On the other hand, such teachings have been most studiously avoided, more so than was deemed expedient by some of the witnesses.

It has been urged by some, that the State can not afford to support the Normal School at this time, on account of the increased military expenses, and consequent indebtedness of the State.

The committee can conceive of no condition in which the State could be placed financially, that would warrant any neglect of its educational interests. It is assumed that the education of each youth in the State is a matter of paramount importance, not to parents and relatives only, but to the State and community at large, and that it would be unwise in the extreme, either in times of war or peace, to relax any of the efforts now being put forth for the accomplishment of so desirable an object.

Virtue and intelligence in the masses of the people form the only safe basis of a republican government, and if these can be obtained, are cheap at any cost. The merits of the institution have, therefore, been considered, rather than the financial condition of the State.

South Carolina is the only instance where a Normal School has been established and afterwards abandoned, but it is believed that the general diffusion of learning and intelligence has never been the policy of that State.

For the Common School Journal.

AN INTERESTING EXERCISE.

An interesting, pleasing and useful exercise for most common schools may be conducted in the following manner.

Let the teacher write in legible characters, on a horizontal line, along the top of the black-board, with spaces between them, the words, Animal, Vegetable, Mineral, Solid, Fluid, Liquid, Acid, Sweet, White, Black, Transparent, Hard, Soft, Round, Luminous, Poison, Useful, Ornamental, etc.

Having written a sufficient number of such words, four or five will be enough, the teacher should clearly explain the meaning of each, and let the scholars take their turns in naming substances, which the teacher should write plainly under their appropriate headings. If any scholar fails to mention promptly and correctly, let any in the room raise their hands, and the teacher may ask one of the number that does so, to name something appropriate. The teacher may occasionally mis-spell a word, for the scholars to correct and, in this way, the black-board may be partly or wholly filled with writing. The exercise need consume but a few moments at a time, and fifteen minutes a day, twice a week until it becomes an "old story" can be well and wisely spent in this manner. It will teach the scholars to write, to spell, to read writing, to think for themselves, which is of great importance, and if the exercise is properly conducted both teacher and scholars may receive useful information. I have tried it with happy results.

T. L., A COUNTRY TEACHER.

MISCELLANY.

CHICAGO. This city is in many respects the most remarkable city on the continent. In the rapidity and healthfulness of its growth, it has no equal. In 1830 it was a mere trading post. Now it is a city of vast dimensions, elegant residences and stores, splendid churches and public edifices, and of immense business, with a population of nearly 200,000. It was our privilege to spend three days in the city in the early part of June, and in nearly every respect Chicago far exceeded our expectations as a well regulated and enterprising city.

We were particularly interested in the wise and liberal arrangements made for public education. Large, attractive and commodious school-houses have been erected in various parts of the city, and excellent teachers are employed in the schools. Those we visited appeared remarkably well. The city very wisely provides for the education of her own teachers by establishing a Normal department in the High School. We were highly gratified with our visit to this department. There was an energy and enthusiasm which gave evidence of thorough training and true professional interest.

Luther Haven, Esq., has for many years given much time and attention to the perfecting of school matters, and to him, probably more than to any other man, the city is indebted for its present excellent school accommodations. We were glad to see his name upon one of the most beautiful school-houses of the city. It is a well merited compliment to a good man. But Mr. Haven's name will need no such memorial. It will be deeply engraved on the hearts of thousands who receive the advantages of the schools for which he has done so much.

Wm. H. Wells, A. M., has filled the office of Superintendent of schools for several years, and by his energy and well directed efforts he has done much to give efficiency to their organization. His duties are many and arduous, but he devotes his entire time and his energies to the good of the schools,—and his previous and extensive experience render him peculiarly well qualified for the duties of his office. No better man could be found for the situation, and we were glad to learn that he is highly appreciated. Mr. Wells was born in Tolland county in this state, and Connecticut may well be proud of his success. We would acknowledge our obligations to Mr. Wells and also to Samuel A. Briggs, Esq., local editor of the *Illinois Teacher*, for kind attentions.

Many of our readers will be glad to learn that our friend George Sherwood, Esq., for some time an active worker in the Educational field in this state, is now a successful and highly respected merchant in Chicago. He is doing much to enlighten the west by the circulation of books, maps and school apparatus,—and already is the influence of his establishment felt throughout the west. With rare business talents, he unites the many good qualities of a good heart and genial nature. If the children of the west do not learn how to "cipher" it will not be Mr. Sherwood's fault,—for we learn his house last year disposed of 200 tons of school slates.

NORWICH. We learn that Mr. Sherman B. Bishop, for two years past Principal of the West Chelsea school, has resigned his situation to engage in mercantile business. Mr. Bishop was a good teacher and we regret that he has left a business for which he was so well qualified.

Mr. Augustus Kingsly, a graduate of Middletown college, succeeds Mr. Bishop. Mr K's early training was in the schools of Norwich, and we trust he will prove a successful teacher.

HAZARDVILLE. A new school-house in this place was dedicated on the 18th of June. The building is of brick, and is pleasantly situated near the centre of the village. The external appearance is attractive, and the internal arrangement is convenient for the purposes of a good graded school.

The house is two stories high and has four rooms, with a dressing room for each. The rooms are well ventilated, with high ceilings, and are furnished with Boston desks and chairs. The inner walls are hard finished and the wood work grained in oak.

The school yards are enclosed with a substantial railing, are well graded and provided with a good well of water, and the necessary out buildings.

Col. Hazard and the members of the building committee have been indefatigable in their efforts to have a fine and complete school building, and the village of Hazardville may now be referred to as having a model school-house, unsurpassed in its completeness and beauty, by that of any place of the size in the state.

EDUCATIONAL MEETINGS.

During the month of August, two important associations will hold their annual meetings. The national association will meet in Chicago August 5th, 6th and 7th. This is composed of practical Educators, from all parts of the country and though the Association has been in existence but a few years it is exerting a good influence. The President is Hon. John D. Philbrick of Boston,—a gentleman well known as an active worker in the good cause. The meeting at Chicago will be an important one. By reference to another page it will be seen that arrangements have been made for reduced fares, so that one may go from Boston, or from any point on the Vermont Central Railroad

to Chicago and back, for \$20. For those who go from this state, Bellows Falls will be the best station for connecting, and tickets may be procured of the conductor after leaving Bellows Falls. We hope many teachers and friends of Education, will avail themselves of this opportunity to see the West.

We just learn that the Normal School Association will hold its annual meeting in Chicago at the same time as above.

The HARTFORD, SPRINGFIELD AND NEW HAVEN R. R. will (probably,) grant free return tickets to any who pass over the same to attend the meeting at Chicago or Concord.

NORMAL SCHOOL. The next term will commence on Wednesday, Sept. 22d, and those desirous of attending should make early application to Hon. David N. Camp, New Britain.

SPECIAL. As August is a season of general vacation, we shall omit the publication of the Journal for that month, and may increase the size of the number for September. The extra cost of publishing the Journal the present year, renders it the more desirable to omit one number, and we are confident our readers will not object to the same. We have delayed the issue of the present month in order to give notices of Educational Meetings.

A few brief communications intended for this number are unavoidably deferred till our next.

MILITARY TERMS—CONTINUED.

LADDERS, SCALING, are made of flat staves, fastened in ropes, provided at the ends with hooks for grappling.

LIEUTENANT, (*Leutenant or Lutenant.*) An officer next below a captain.

LIEUTENANT-COLONEL. The officer next below a Colonel.

LIEUTENANT-GENERAL. The officer next below a General.

LIGHT INFANTRY. Foot soldiers who act as skirmishers or sharpshooters.

LIMBER. A two wheel carriage fastened to the trail of a cannon when it is to be removed to a considerable distance.

LINSTOCK. A piece of wood shod with iron, and easily stuck in the ground, through a hole in the upper end of which a piece of prepared tow rope is kept burning.

LODGEMENT. A work thrown up by besiegers during their approaches.

LOGISTICS. That branch of "war art" which concerns the moving and supplying of armies.

LUNETTE. Small triangular field forts with the base angles cut away.

MAJOR. A field officer who ranks above a Captain and below a Lieutenant-Colonel.

MAJOR-GENERAL. A military officer above a Brigadier-General and below a Lieutenant-General.

MALINGERER. A soldier who feigns ill health to avoid doing his duty. When discovered his conduct is declared disgraceful, and he is tried.

MANŒUVRE. Any concerted movement of troops at drill or in action.

MARTIAL LAW. A subordination of the civil law to the military, by which the *habeas corpus* act is suspended. Subjection to the articles of war.

MINE. A subterranean passage dug under a work or glacis, and stocked with gunpowder, which may be exploded by a long train fired without danger.

MINIE. A kind of rifle invented by Captain Minie, of France, which carries a conical ball, hollow at the base.

MOAT. A ditch for defence.

MORTARS. Short pieces of ordnance, with large calibers and chambers from which shells are fired at an elevated angle.

MUSTER ROLL. A roll prepared at intervals of two months, containing all the details of company organization. At the same time the troops are mustered and inspected.

MUTINY. Seditious or refractory conduct among troops; the name is given to insubordination associated with violence.

MUZZLE. The extremity of a cannon, or any fire-arm through which the ball makes its exit.

NON-COMMISSIONED OFFICERS are sergeants of various grades and corporals; they are appointed by authorities lower than the President—commissions issuing from him. As a punishment, non-commissioned officers may be reduced to the ranks.

OBLIQUE, (verb.) To move forward to the right or the left at an angle of about 25° , by stepping sideways,

ORDERLY. A soldier of any grade, appointed to wait officially upon a general or other officer, to carry orders or messages. The orderly sergeant is the first sergeant of the company. The officer of the day is sometimes called the orderly officer.

ORDNANCE CORPS. A corps of officers, with regimental grades having charge of the making, keeping, and issuing of arms and ammunition. They are usually quartered at arsenals and armories.

OUTPOST. A body of troops—usually considered as guards, and relieved from time to time—posted beyond the lines, to guard against surprise of the main body.

OUTWORKS. The detailed works constructed outside the regular fortifications, but connected with it according to the principles of defence.

THE NATIONAL TEACHERS' ASSOCIATION.

The next Annual Meeting of this Association will be held at CHICAGO, Illinois, commencing on the *Fifth of August*, at 10 o'clock, A. M. The session will continue three days. The Teachers of Chicago have very generously engaged to provide free entertainment for all ladies who may attend the meeting.

Lectures will be delivered and Papers read by some of the most prominent educators of the country.

W. H. Wells, Esq., of Chicago, and I. Stone, Esq., of Kenosha, Wis., are the Committee on Local Arrangements, and Railroad facilities for the Northwest; Z. Richards, Esq., of Washington, D. C., J. N. McJilton, Esq., of Baltimore, will have charge of arrangements for the Southeast; James Cruikshank, LL. D., of Albany, N. Y., for the Middle States; and W. E. Sheldon, Esq., of West Newton, Mass., for the Eastern States.

Arrangements for Excursion Tickets from Boston have already been made, as follows:

Route by Vermont Central and Ogdensburg, thence by Grand Trunk to Port Sarnia, thence by steamers through Lake Huron, the Straits of Mackinaw, and Lake Michigan to Chicago.

Tickets for the round trip from Boston and all points on the Vermont Central route to Chicago and back, including berth and meals on the steamers, \$20.

Tickets good from July 21st to September 1st.

Trains leave Boston, Lowell Depot, at 7.30 A. M., and 5.30 P. M.

Steamers leave Port Sarnia on Tuesday, Thursday, and Saturday evenings, on the arrival of the Grand Trunk trains from the East.

Leave Boston on Saturday for Tuesday boat, on Tuesday for Thursday boat, and on Thursday for Saturday boat.

Tickets No. 5 State Street.

JOHN D. PHILBRICK, PRESIDENT.

BOSTON, June 15, 1863.

FOURTEENTH ANNIVERSARY CONN. STATE NORMAL SCHOOL.

JULY, 1863.

The exercises of the Fourteenth Anniversary of the State Normal School, at New Britain, will take place on the 19th, 20th, 21st and 22d of July.

The annual examination of classes will be on Monday and Tuesday, the 20th and 21st.

The closing exercises of the graduating class and the presentation of Diplomas will be on Wednesday, the 22d, at 2 o'clock, P. M.

On Sunday evening, the 19th, the annual Sermon will be preached by Rev. L. Perrin of New Britain.

On Monday evening, the 20th, the annual Address before the graduating class will be delivered by the Principal.

On Tuesday evening, the 21st, an Oration by John S. Hart, LL. D., of Trenton, New Jersey, and a Poem by Rev. S. Dryden Phelps,

D. D., of New Haven, will be given before the Barnard and Gallaudet Societies.

On Wednesday, at 10 1-2 A. M., the annual Address before the Alumni will be given by Mr. Edwin Whitney, of the class of 1856. The annual Social Re-union will be on Wednesday evening.

AMERICAN INSTITUTE OF INSTRUCTION.

THE thirty-fourth Annual Meeting of the American Institute of Instruction, will be held in Concord, N. H., at the City Hall, on the 25th, 26th, and 27th days of August.

The Board of Directors will meet at the Phoenix Hotel on the 25th, at 11 o'clock, A. M.

The public exercises will be as follows:

TUESDAY, AUGUST 25.

At 2½ o'clock, P. M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's Annual Address; after which there will be a discussion upon the following subject: *What Instruction is best adapted to prepare our Pupils to appreciate and discharge their duties as Citizens and Patriots?*

At 8 o'clock, P. M., a lecture by Rev. Henry E. Parker, of Concord, N. H.

WEDNESDAY, AUGUST 26.

At 9 o'clock, A. M., a discussion. Subject: *"Would the general introduction of Object Teaching into our Schools be beneficial?"*

At 11 o'clock, A. M., a lecture by Prof. Mark Bailey, of Yale College, New Haven, Conn.

At 2½ o'clock P. M., a lecture by Hon. I. M. Gregory, Superintendent of Public Instruction of Michigan.

At 3½ o'clock, P. M. a discussion. Subject: *"Best Methods of Teaching Reading."*

At 8 o'clock, P. M., a lecture by Prof. John S. Hart, of the State Normal School, Trenton, New Jersey.]

THURSDAY, AUGUST 27.

At 9 o'clock, A. M., a lecture by Rev. B. G. Northrop, Agent of the Massachusetts Board of Education.

At 10 o'clock, A. M., a discussion. Subject: *"State and Local Superintendence of Schools."*

At 2½ o'clock, P. M., a lecture by Rev. James Freeman Clarke, of Boston; to be followed by a discussion.

At 8 o'clock, P. M., a discussion, to be followed by brief addresses from representatives of several States.

Arrangements have been made whereby persons attending the meeting will be entertained *only* at the Hotels at prices not exceeding *one dollar* per day. Ample accommodations are guaranteed.

Book Notices.

The following Railroads will grant the usual reduction of fare; that is, a *free return ticket* for those who pay *full fare* one way. New Haven, Hartford & Springfield (probably); Boston & Maine; Eastern; Nashua & Lowell; Stony Brook; Concord, Manchester & Lawrence; Ware; Contoocook Valley; Worcester & Nashua; Norwich & Worcester; and from all stations below Whitinsville. Negotiations are pending with other roads, the result of which will be announced in the next edition of the programme.

Persons attending the Institute will obtain a free return ticket from the Secretary of the Institute, which will be good *only* on the railroad upon which the bearer came to the Institute, and only to the station from which one "advance fare" was paid.

S. W. MASON, *Secretary*.

A. P. STONE, *President*.

Boston, June 20, 1863.

BOOK NOTICES.

CAMP'S PRIMARY GEOGRAPHY. Prepared to accompany Mitchell's series of Outline Maps, and designed for Primary Schools and classes. By David N. Camp, Principal of the Connecticut State Normal School, and State Superintendent of Common Schools. Hartford: O. D. Case & Co.

This book is well printed, and amply and clearly illustrated with cuts and maps. The matter is well adapted to the capacities of beginners in the study of geography, and we believe that it will meet the wants and views of a large class of teachers. The preface contains some valuable suggestions to teachers, and we believe the book will give great satisfaction, and meet with an extensive use.

THE SCHOLAR'S DIARY. Designed for the use of all who go to school. By Emory F. Strong, Bridgeport, Ct. Published by Schermerhorn, Bancroft & Co., 596 Broadway, New York.

We believe that the use of this little book by the older pupils in all our schools would be productive of great good. It contains many important rules and directions, a long list of subjects for composition, and a sufficient amount of blank paper to contain brief daily entries for a common school term. If pupils could be trained to the daily habit of writing a few lines according to the suggestions and models in this book, the result would prove highly beneficial, and tend to make the subject of composition far less repulsive than it usually is.

A copy will be sent to any address, postage pre-paid, for 15 cents.

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RECENTLY PUBLISHED.

QUACKENBOS'S ENGLISH GRAMMAR.

12mo. 288 pages. Muslin. 75 Cents.

This new School-book, by the well-known and popular author of works on Composition and Rhetoric, presents many peculiar and invaluable improvements both in the treatment and in the arrangement of the subject-matter. Only a few of these can be mentioned here.

DEFINITIONS are approached by means of preliminary illustration, which makes their abstract language intelligible, while it is in process of learning.

WORDS are classified under the parts of speech, entirely and exclusively, according to their use.

THE RULES OF SYNTAX are not left till the end of the book, but are introduced as they are needed, in connection with etymological parsing. Thus is avoided the absurdity (inevitable in all books that keep back the Rules of Syntax) of requiring a pupil to give the case of nouns in instances in which he can have no possible clue to it.

THE MATTER is divided into Lessons of convenient length, followed, in every case, by a practical Exercise, which immediately applies, in every variety of way, the principles just learned.

A BRIEF and rational method of analyzing sentences is presented, not incumbered by technical terms, not perplexing to the teacher, or requiring labor on his part to make it available.

DIFFICULTIES are boldly met and clearly dealt with. There is no non-committalism.

A Lesson is expressly devoted to the explanation of perplexing constructions.

THE BOOK aims to educate, in the true sense of that word—to draw out the pupil's powers of thought—to make his mastery of language intelligent and not mechanical, and to render Grammar as attractive a study as it has heretofore been repulsive.

SOME of our leading institutions, which have adopted QUACKENBOS'S GRAMMAR, inform us that it works to a charm in the school-room, exceeding their most sanguine anticipations, and pleasing alike teacher and pupil. It has just been

INTRODUCED INTO THE PUBLIC SCHOOLS OF CHICAGO.

HON. ANSON SMITH, late School Commissioner for the State of Ohio, says: "I have repeatedly taken it up and examined test points; and I have reached the conclusion that no better work of the kind has come under my notice."

H. A. DEARBORN, A. M., Principal Clinton Liberal Institute, N. Y.: "I regard it as superior to any Grammar yet published."

J. E. GUTNER, Pres. Otterbein University, Westerville, Ohio: "Its arrangement is excellent, its illustrations pertinent, and its explanations of difficult constructions ingenious. Its new and original features commend themselves at once to every grammarian."

REV. G. R. MOORE, Pres. Lyons Female College, Lyons, Iowa: "We like it better than any heretofore submitted for examination."

ERASTUS EVERETT, late Pres. College of New Orleans: "The Grammar which you have given us is by far the best that has made its appearance."

THOS. WILSON, Principal McVeytown (Pa.) Academy: "It is by far the best work on the subject with which I am acquainted."

P. H. HUTCHINSON, Superintendent of Schools, Weston, Vt.: "I am unbounded in my admiration of this book. It is par excellence the Grammar of Grammars."

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